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| **Lesson:** Effect of Climate Changes on Agriculture | **Grade:** 6th – 2 periods |
| **Learning Objective: What are the goals (outcomes, expectations) of this lesson?**  Students will analyze how climate changes effects agriculture by collaborating in a group to create a free verse poem | **Skill(s): What should they be able to do as a result of this knowledge or understanding?**  Analyzing Informational Text |
| **Essential Questions:**   1. What is the relationship between climate change and the food system? 2. How can we reduce the food system’s contributions to climate change? | **Common Core Standards**  **[CCSS.ELA-LITERACY.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.    [**CCSS.ELA-LITERACY.RI.6.3**](http://www.corestandards.org/ELA-Literacy/RI/6/3/) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **Danielson**  **3b** |
| **Instructional Activity, Assessment, Evaluation** | |
| **Procedure**   1. Students will be given two statements and identify whether it weather or climate with an explanation of their thinking. 2. Students will share their response with the class, follow by providing the definition of weather and climate for students to refer to. 3. **Independent Activity:** Students will answer the question how climate changes affects agriculture in an KWL chart. Then proceed onto reading the informational text ***In America’s Heartland, Discussing Climate Change Without Saying ‘Climate Change’*** 4. Students will discuss the effect of climate change on agriculture. 5. **Group Activity**: Students will collaborate within their group to create a free verse poem to present the effect of climate change on agriculture. The poem needs to include examples from the informational text and methods for preventing climate changes. 6. Share poem with everyone in the classroom. 7. **Exit Slip**: Identify and explain an initiative the school community can take in help preventing climate change. | **Statement**  • The temperature in New York City averaged 82 degrees Fahrenheit on July 20, 2010.1  • The temperature in New York City averaged 77 degrees Fahrenheit for the month of July between 1981 and 2010.2  **KWL Chart**  First complete the “K” and “W” portion of the chart.  Then complete “L” portion of the chart.  Students will be assessed on **Climate Change Poem Evaluation** |
| **Resources Needed**  Weather Maps  Examples of free verse poems Article: *In America’s Heartland, Discussing Climate Change Without Saying ‘Climate Change’* |  |

<https://www.nytimes.com/2017/01/28/business/energy-environment/navigating-climate-change-in-americas-heartland.html?mcubz=1>

<https://www.scientificamerican.com/article/what-do-farmers-think-about-climate-change/>

**Climate Change Poem Evaluation**

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| **Master**  Poem clearly demonstrates the impact of climate change, using **multiple** examples.  Poem clearly demonstrates suggestions for presenting climate changes using **multiple** examples |
| **Proficient**  Poem demonstrate impact of climate change using **one** example  Poem demonstrates suggestions for preventing climate change, using **one** example. |
| **Emerging**  Poem does not demonstrate impact of climate change.  Poem does not demonstrate suggestions for preventing climate change. |